

Reform and Practice of Opening Project Teaching in Improving Students' Professional Practical Ability of Visual Communication Major Based on Academic Competition

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Keywords: Academic competition, Open project teaching, Visual communication, Students' Professional Practical Ability.

Abstract: With the development of the national economy, there is a strong demand for professional talents in the field of art and design, especially senior applied talents with design ability. The open project teaching of academic competitions is more and more applied to various majors, and has achieved good teaching results. The open project teaching system of applied academic contest in visual communication specialty has significantly improved the professional practice ability of students in this specialty. However, this teaching system should be used in the visual communication specialty is not mature enough, and needs continuous improvement and practice to continue to optimize. In view of this, this paper elaborates the content of the reform of visual communication students' professional practice ability, and puts forward the new strategy of the reform and practice of the open project teaching based on academic competition to improve the professional practice ability of visual communication students. Make the teaching system of visual communication specialty more perfect, and provide theoretical guidance for improving the practical ability of students of visual communication specialty.

1. Research background

1.1 Literature review

In 2018, Yang Chen and others believed that the introduction of academic competitions in the specific teaching of visual communication courses. This is not only helpful for students of this major to learn the theoretical knowledge of the curriculum, but also can better cultivate students' practical ability. The introduction of this teaching mode can enable students to acquire basic design training. In order to meet the needs of the market for design talents, we have the preliminary ability of innovative design and R&D. However, this teaching mode is a systematic project, and only after a long period of theoretical research and practice can it be continuously improved (Yang and Yang, 2018). In 2017, Yang Mi studied the new ideas put forward by the Department of Art of Binzhou University on the application of the teaching mode of academic competition and the establishment of the operation system of scientific competition. She proposed that design specialty should introduce subject competition into practice teaching. This is helpful to improve students' innovative design ability and teachers' comprehensive teaching quality. This is of great significance to the reform and innovation of practical teaching of design specialty (Yang, 2017). In 2018, Wang Wenyan believed that under the background of economic transformation in China, the demand for applied talents is increasing. How to train applied talents in visual communication specialty has become an urgent problem for colleges and universities. In the research, the application of academic competition as teaching mode in visual communication specialty is proposed. This is an effective way to cultivate students' practical ability, and actively explore the wide promotion of this new teaching mode, to provide applied talents for China's economic construction (Wang, 2018). In 2017, Qian Mo believed that art and design majors are applied disciplines with strong cross-integration. It combines many professional fields such as science, art, media and so on. It is strong in practice. The teaching mode of academic contest is applied in the course of design specialty. This not only helps

students to improve their archery ability, but also promotes the teaching quality of this kind of specialty. In view of the current situation, we should vigorously adjust the professional curriculum, increase the propaganda of discipline competitions, and set up excellent teaching teams. In order to improve this new teaching mode (Qian, 2017). In 2018, Yang Chen also believed that the open project teaching method is of great significance to the practical teaching of visual communication specialty. This teaching method refers specifically to the related teaching activities carried out by teachers and students in the implementation of a project. At present, the state is strongly advocating the training of applied talents. So project-based teaching is a new direction of teaching reform of visual communication specialty. It also plays a key role in promoting characteristic teaching and optimizing teaching quality (Yang, 2018).

1.2 Purpose of research

At present, China proposes the development strategy of national entrepreneurship and innovation, which needs the reform and optimization of college students' education. This requires college students to master professional knowledge in an all-round way and constantly improve their innovative and practical abilities. Colleges and universities have begun to carry out innovation and entrepreneurship education for college students through continuous efforts and efforts. Specifically through innovative teaching methods, the implementation of professional courses docking, breaking the traditional mode of education and other ways to change (Wu, 2017). However, the current major of visual communication has its own professional limitations, the application of open project teaching in the context of new academic competitions is not perfect, and the cultivation of students' professional practice ability is limited (Jiang, 2017). In this paper, through innovative teaching methods, the open project teaching method based on academic competition for visual communication specialty is further improved. According to the requirements of teaching quality in Colleges and universities, the combination of academic competitions and open project teaching has explored a new model for the teaching of visual communication specialty. In order to improve students' professional innovation and practice ability, enhance their creative spirit and creative ability, and train more applied talents for China's modernization construction.

2. Visual communication of the reform content of students' professional practical ability

2.1 Introducing innovative projects into classroom teaching

At the same time, more new teaching mechanisms should be introduced to accomplish the teaching objectives of specialized courses while cultivating the innovative ability of students majoring in visual communication. This new type of teaching needs coordinated development in cultivating college students' innovative consciousness and ability. The main way to construct a new teaching mode is to introduce new projects and competitions. Students are mainly educated in basic theoretical knowledge. And through these innovative projects to cultivate students' ability to solve practical problems. Through the introduction of innovative projects, students' thinking consciousness is strengthened. To guide the students to design the scheme with the innovation of accuracy and effectiveness, so as to cultivate their innovative practical ability (Chen, 2017).

2.2 Infiltrating innovative practice into course teaching

At present, students majoring in visual communication have a broad platform for practical learning. The design practice teaching mode, which is mainly based on art design laboratory and practice teaching base, has been applied in the teaching of this specialty. And through the basic courses and professional courses to gradually promote. All kinds of domestic major art design exhibitions, lectures, competitions and other activities organized by the state, provinces, municipalities and colleges are introduced into the classroom teaching of visual communication. To cultivate students from two aspects of innovation and practice. In order to build a pluralistic, open and comprehensive teaching concept. Improve teachers' professional quality and ability in an all-round way (Zhao, 2017).

2.3 Promoting course construction with innovative competition items

Colleges and universities should constantly introduce innovative competitions. In setting up the basic and practical courses of visual communication specialty, we should promote the teaching of courses through these innovative projects. We should also coordinate, unify and promote each other in a holistic way. Through continuous theoretical analysis and practical verification, the curriculum arrangement is more reasonable, so as to strengthen curriculum construction. Colleges and universities also need to design their own competitions, lectures, exhibitions and other activities to drive the interactive effect of curriculum and innovation. And lay a solid foundation for students in practice (Guo, 2017).

3. Reform and practice plan of open project teaching based on academic competition for promoting students' professional practical ability

3.1 Constructing interactive mode resources of teaching platform

Universities should actively incorporate national innovative design competition of college students into the curriculum construction of visual communication specialty. Colleges and universities allow students to participate in innovative design competitions while learning professional courses well, so as to improve their innovative design ability in practice. In the form of courseware, the excellent works of the national and provincial innovative design contests will be presented. Share it with students in the form of network platform, and provide interactive learning and communication platform for students. In order to cultivate students' innovative ability and stimulate their innovative consciousness. Through the interactive mode of network resources, the teaching content is processed pictorially, so that the learning materials of visual communication course are mainly displayed in the form of images. This kind of visual course material characteristics has changed the traditional blackboard plus chalk mode, and greatly expanded students' learning resources. This can not only stimulate students' subjective initiative for self-learning, but also cultivate students' innovative practical ability. It lays a foundation for students to engage in design work in the future.

3.2 Making use of scientific research platform to provide new resources for professional courses

The teaching team of visual communication specialty in Colleges and universities all have the ability of scientific research. These teachers should participate in scientific research projects at or above the provincial level. Teachers can allocate these research projects in the form of curriculum resources in the actual curriculum teaching, so that students can also participate in these research projects. Through docking these scientific research projects and integrating them with curriculum construction, teachers can cultivate high-quality teaching resources. After a long period of resource allocation construction, teachers can integrate these different dimensions of resources and design more scientific research topics. In order to form a virtuous circle, at the same time to increase students' participation, but also to cultivate students' design practice ability. This enrichment of teaching content by teachers applying for provincial scientific research projects not only ensures the perfection of curriculum resources, but also enables curriculum resources to be constantly updated. In addition, these scientific research projects in the form of curriculum assignments for students to practice, in a more scientific and reasonable way to improve the curriculum practice education.

3.3 Constructing practical laboratory and enriching characteristic teaching resources

According to the examination of the practical teaching link of visual communication course, the teacher team should open the laboratory according to the specific situation of the students. We should also carry out the project innovation experiment plan for students, and design some works in accordance with the specific requirements of the national, provincial and school-level innovation plan. Make visual communication specialty initially build an innovative experimental platform. In the specific curriculum design, we should make full use of the laboratory and arrange more practical

design and production links for students. For example, the study and practice of screen printing technology, the arrangement and design of pictures, the design of interactive media forms, and the creative design and production of folk art reviews. In the design practice, we should pay attention to the re-arrangement of the production links, the selection of materials, the design of the shape, the method of the production process and so on. Let students really improve their creative design ability in practice. In this way, we can develop the integrated and systematic research and practice of curriculum practice resources and characteristic resources needed for the development of disciplines.

3.4 Introducing College Students' Innovation and Entrepreneurship Competition and Innovating Specialty Course Resources

Teams should lead students to participate in national design competitions. Teachers strengthen students' innovative thinking and ideas by instructing them to participate in professional design competitions. Students can also increase their design experience through competition. In the process of teacher's guidance, the general principle is to take the teacher as the center and adopt the mode of group work. The design experience should be constantly exchanged among the groups. Teachers should also participate in the design, and analyze the different strengths and weaknesses of different students in each group, so as to maximize the team effect. This can not only effectively mobilize the atmosphere of practical learning, but also integrate the knowledge of different disciplines. On the whole, it improves students' innovative ability and promotes the combination of theory and practice.

4. Conclusion

Academic competition is introduced into the teaching of visual communication specialty course, and a new teaching mode combining theory with practice is formed with the open project teaching method. This kind of teaching mode not only helps students to study the related theory courses of visual communication, but also strengthens students' practical ability, enables students to have basic practical and innovative design ability, and becomes the advanced applied talents needed by the country at present, and meets the demand of the market for talents in the field of art design. The application of open project teaching based on academic competition mechanism in visual communication course is of great significance to the reform of the teaching mode of visual communication course. This is an important system engineering in the course of visual communication, which can not be built in a short time. It also needs to be perfected in every link and its theoretical system should be perfected in practical teaching.

This kind of teaching mode is consistent with the practice of innovative higher education teaching advocated by China and the cultivation of innovative ability. According to the requirements and objectives of teaching quality engineering in Colleges and universities, the subject competition and open project teaching are effectively integrated in the period. In order to improve students' innovative and practical ability, it provides an effective new method for teaching and research of visual communication specialty. Therefore, in the continuous improvement and development of China's higher education system, the application of open project teaching in the practical teaching of visual communication specialty in Colleges and Universities under the academic competition mechanism. This is an important quality project facing higher art and design education specialty.

Acknowledgements

This research has been financed by Teaching reform project of zhixing college of hubei university in 2019 of the Ministry of Education "The reform and practice of open project teaching based on subject competition to improve students' professional practice ability of visual communication"(XJY201905)

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